

MODULE 7

OPPORTUNITIES TO RESPOND

Early Childhood MBI
Team Training
Session 4

MULTIPLE OPPORTUNITIES TO RESPOND

Teacher prompts to solicits a student response

Strategies include:

Participation in large group

Doing a small group, fine motor activity

Verbally answering a question

WHY PROVIDE MULTIPLE OPPORTUNITIES TO RESPOND?

Increases student engagement

Allows for high rates of feedback

Reduces inappropriate behavior

Improves learning outcomes

OPPORTUNITY TO RESPOND PRACTICE

1. Read the classroom vignette.
2. Determine how many opportunities to respond were provided to students during the instructional period.
3. Identify whether each opportunity was an individual or group response.

During literacy circle, the teacher showed the letter “M.” “Tell your neighbor what letter it is and what sound it makes.” A few seconds later the teacher said, “give me a thumbs up if it is an M and if it says “mmm.” Shortly thereafter, the teacher called on one student to tell the class her answer. The teacher then asked the class to raise their hands if they agreed with this answer.

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STRATEGIES TO INCREASE CHILD OPPORTUNITY FOR RESPONSE

- A. Track students called on
- B. Response cards/objects
- C. Class-wide peer tutoring
- D. Multi-sensory exploration
- E. Think Pair Share

A. TRACK STUDENTS BEING CALLED ON

Are all students being called on?

Use a name chart & mark off when a student is called on / large group and during small group

Draw students' names from a jar

Other strategies?

B. RESPONSE CARDS/OBJECTS

Items simultaneously held up by all students to display their responses

- Preprinted cards: Smile/Frown, Red/Green, Thumbs up/Thumbs down
- Preprinted cards with possible answers: Letters, Numbers, Characters in a story
- Write-on cards: Dry-erase boards and markers
- Character dolls/puppets in a book being read to the group
- Other ideas?

USE OF RESPONSE CARDS

Teach, Model and Practice the Routine

1. Question
2. Think
3. Decide Answer
4. Wait
5. Cue to Show
6. Hold up Card
7. Put Down Card
8. Prepare for Next Question.

Maintain lively pace

Short time between questions

Give clear cues

OK to look at classmates' cards

Give specific, positive feedback for correct answers
and use of cards

C. BUDDY PARTNERS

Highly structured format

Reciprocal peer tutoring so every child can tutor and be tutored

Sometimes self-selected, other times partnered by the teacher

Promotes high levels of on-task behavior

Actively engages all children in the classroom simultaneously

C. BUDDY PARTNERS (CONTINUED)

Clearly defined tasks

Individualized practice with material

Immediate feedback and praise for correct responses

Motivation (and fun) for students

Teachers actively supervise for error correction and to measure progress

THINK PAIR SHARE

Think

Pair

Share

STEP ONE: THINK

1. Build Background

2. Identify the prompt

“Let’s think about why farmers have animals.”

3. Model and think aloud

“I’m thinking about....” Pause and think

“Let me tell you about what I am thinking...”

(include words, images and ideas.)

STEP TWO: PAIR

Reminder: Everyone must have completed the THINK process before moving to step two.

Reminder: Be prepared to scaffold with sentences starters.

Reminder: Use audible voice

1. Partners sit knee to knee and eye to eye
2. Speaker and listener alternate roles

STEP THREE: SHARE

Speakers face the whole group

Speakers share ideas using an audible voice and eye contact

Whole group demonstrates active listening

THINK PAIR SHARE

Anita Archer video



Children Exercising